



St Mary's
University
Twickenham
London

Formative Assessment

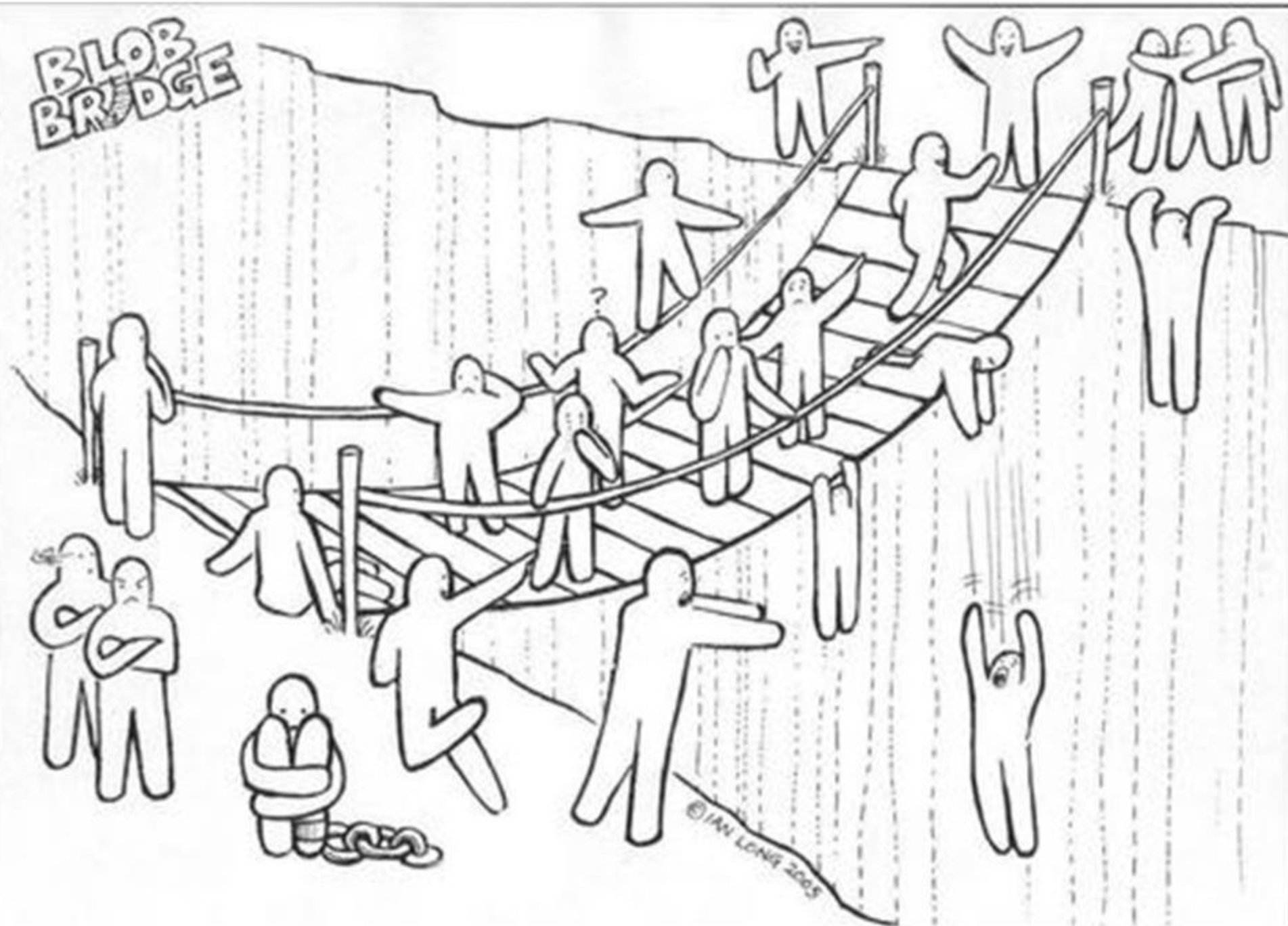
ASSESSMENT FOR LEARNING

Today's Objectives

To know and understand:

1. Effective assessment provides information about pupils' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Be clear about the decision assessment will be used to support.
4. Pupils must be able to act on feedback for it to have an effect.
5. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.

BLOB BRIDGE



‘Learn that...’

*“**Learn that**... statements are informed by the best available educational research; references and further reading are provided below. **Learn how to**... statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.”*

ITT Early Career Framework

Assessment for Learning

“It is how teachers think that makes the biggest difference not what they do or who they are”

(John Hattie)

What is AfL?

- Masses of ongoing research
- Countless books
- Various and sometimes conflicting theories
- **BUT** its importance in students' progress and great teaching is not disputed.
- This session is just the tip of the iceberg.
- Key theorists are highlighted for you



Reflect on your Own Teaching

- What aspects of my teaching am I proud about / wish to improve so far?
- How do I know this?
- What would being an effective / successful teacher look for me?
- What do I need to do to get there?
- What now?

Where are the learners?

Feedback

Success Criteria

Guidance - Peer
Assessment

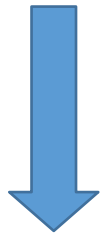
Practice – Self
assessment

What is AfL?

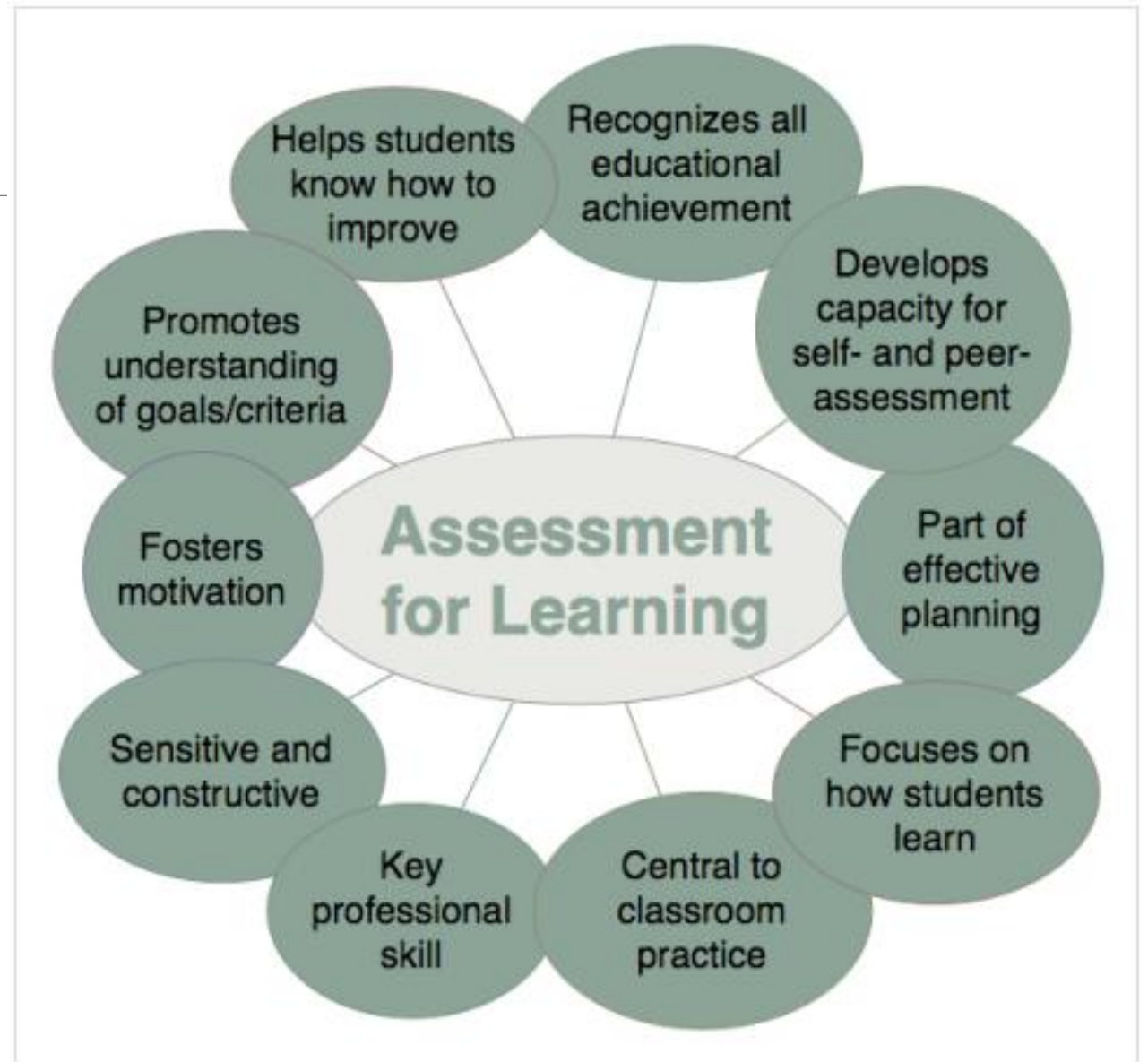
Where I am now



Where I need to be



What I need to do to get there



The Art of Education - [Assessment For Learning](#) | [The Art of Education](#)

Dylan Wiliam: Formative assessment

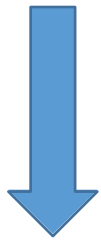
Formative Assessment

Question:
If we walked into a lesson, how would we see progress being made?



What is AfL

Where I am now
(how do students know
this?)



Reflect on your Own Teaching

- What aspects of my teaching am I proud about / wish to improve so far?
- How do I know this?
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Where are the learners?

Feedback

Success Criteria

Guidance - Peer
Assessment

Practice – Self
assessment

Formative Assessment

- **Specific**: helps diagnose the actual issue or gap
- **Frequent**: helps with retrieval and memory
- **Repetitive**: helps consolidation and helps prevent memory loss
- **Recorded**: in a simple way (not to create summative assessment) but could be exit tickets, mini whiteboards, post-it notes, etc.
- **Daisy Christodoulou** (2017). *Making Good Progress?: The Future of Assessment for Learning*. OUP Oxford

Reflection / Discussion



**How would you
see progress
being made in
your lessons in
the classroom?**



**What's the
difference
between your
best and worse
classes?**



Why is that?

Assessment **FOR** learning vs. Assessment **OF** Learning

- **INTENT** is what distinguishes these two concepts but the difference between them is profound.
- **Dylan Wiliam** - all things AFL
- AFL (Formative assessment). We reveals students' weaknesses / misconceptions so that we can act upon them. We are assessing so we can teach better.
- AOL (Summative assessment). We grade students' responses to see what they have learned over a period of time. We are assessing to grade/give a result.
- Dylan Wiliam has since said that he wished he had called AFL 'Responsive teaching' as that is essentially what it is.

SUMMATIVE

EXAMPLES:

Students self-assess and receive a grade for this judgement.

Students and staff both grade the work (summative co-assessment).

Students self-review and/or peer review to make a judgment (critical evaluation) of their work.

Students judge their work based on holistic or analytic criteria, or by comparing exemplars.

Students collaborate to develop their own shared assessment criteria.

EXAMPLES:

'High stakes' graded end or mid semester exam, project, essay.

GPA grade/degree classification.

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to students; Staff-student dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Students request feedback based on their self-monitoring.

Teacher
is responsible,
is decision-maker

Student
is responsible,
is decision-maker

High Stakes

Low Stakes

FORMATIVE



Formative vs Summative Assessment

**"When the cook tastes the soup,
that's formative assesement.
When the customer tastes the
soup, that's summative
assessment."**

-Paul Black

How Pupils Learn? Cognition & Memory

- **Grahame Nuttall** (*The Hidden Lives of Learners*) - students need to encounter material on 3 different occasions to really understand a concept.
- Time is key – it is not just about visiting the same material in the same way 3 times. They need to engage with the material in a variety of ways.
- Have you read a great book/article but a few weeks later cannot remember the details/content in order to tell someone else?
- Students need to engage with it initially, hold it in their working memory, connect it to prior knowledge and have time and repetition to embed it in their long-term memory.

MARGE - Arthur Shimamura



Motivate – Attend – Relate – Generate – Evaluate

- Engage students with task (motivate / attend)
- Relate new information to prior knowledge.
 - Acronyms - helps with unrelated information
 - 'Categorise, compare, contrast' – tasks and questions which help with meaning.
- New information (generate) needs to be appropriately organised into existing knowledge in order to be retrieved.
- Evaluate – how do they know if they have been successful?

Rosenshine's 10 Principles of Instruction

- **Review Prior Learning**
- **Ask Questions-** Opportunities for learners to practice and the teacher can determine how well the material has been learned.
- **Check Pupil Understanding** - What have you understood? NOT Have you understood?
- **Review** - daily, weekly, monthly reviewing of material

Rosenshine's 10 Principles of Instruction

- 1 Review prior learning at the start. 
- 2 Present new material in small steps. 
- 3 Ask lots of effective questions. 
- 4 Provide models and worked examples. 
- 5 Pupils practise using the new materials. 
- 6 Check for pupil understanding. 
- 7 Obtain a high success rate. 
- 8 Provide scaffolding and support. 
- 9 Encourage independent practice. 
- 10 Weekly and monthly review. 

FEEDBACK (ITaP3!!)

- *“The most powerful single modification that enhances achievement is feedback”* John Hattie
- The purpose and the importance of feedback / marking is to improve performance. Look beyond just teacher feedback - what else might the student respond to?
- Your teaching must be adaptive and flexible to find ways to use feedback – quizzes / questioning / peer/self assessment / verbal feedback.
- Our job is to make the material and the feedback memorable. Capitalise on peer culture - don't underestimate this resource.

Five measures of progress

...coming to you in January (ITaP3)

1. SKILL



2. UNDERSTANDING

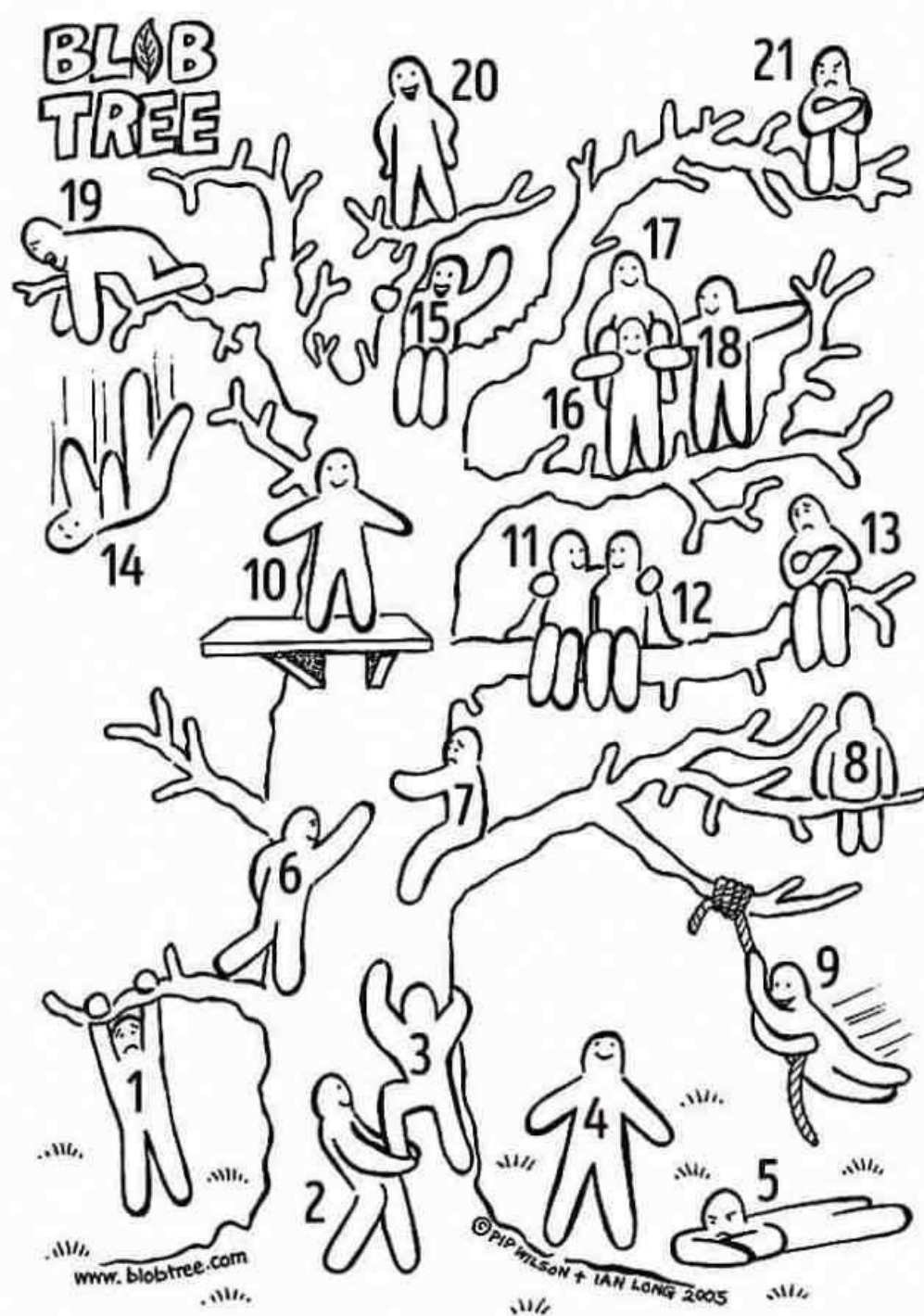
3. ACCURACY

4. RESILIENCE

5. INDEPENDENCE

Practical Strategies





The Classroom

- *How do you arrange your classroom (seating / groups) to facilitate learning, assessment and feedback?*



How do you structure challenge?

PERIMETER

Extra Hot

- Write a newspaper article relevant to the project we are studying.
Include specific, accurate information, with good English. You could include images and/or quotes. Have a look at a newspaper for some inspiration!
- Design an attention-grabbing **webpage** summarising the project we are studying.
Be creative, use any computer programme, and include factual information. You could include links to other websites too.
- Imagine you are going to teach the part of the project we are studying. Come up with a suitable **starter activity** for a lesson on this project.
Create a recap task, game or warm up for the class that could start a lesson off.

Hot

- Create a **leaflet** which summarises the project we are studying.
Use key terms and images to make it informative and eye catching.
- Create a **factsheet** summarising the project so far, but also add additional research and facts.
Use correct terminology and use the internet/books to include extra facts (be wary and poster!)
- Create a **comic strip** to explain a new process we have learnt, or to summarise the project.
Use lots of pictures and keywords to explain the process in a clear way.

Mild

- Create a **poster** to summarise today's lesson or project we are studying.
Use any key terms you have learnt, make it informative and eye catching!
- Create a **flow diagram/chart** to explain a new process we have learnt.
Use pictures and keywords to explain the process in a clear way.
- Write 10 – 25 challenging **quiz questions** about what we have covered in the project so far.
Write the questions and answers on a separate sheet to test a partner.

Lemon & Herb

- Create a **mind map** summarising today's lesson or project we are studying.
Use any key terms you have learnt, make it informative and eye catching!
- Identify **key terms** we have learnt in this project and write a dictionary.
Find out the definitions of the key words and write a glossary to help you learn spellings and meanings.
- Write three **tweets** to summarise the learning/project so far.
Tweets must be no more than 280 characters and they must be informative. Use # for keywords.
Tweet as @homelighDT

Design and Technology – Takeaway Homework Menu

Odd One Out

Why?

Another reason?

More than 1 answer?

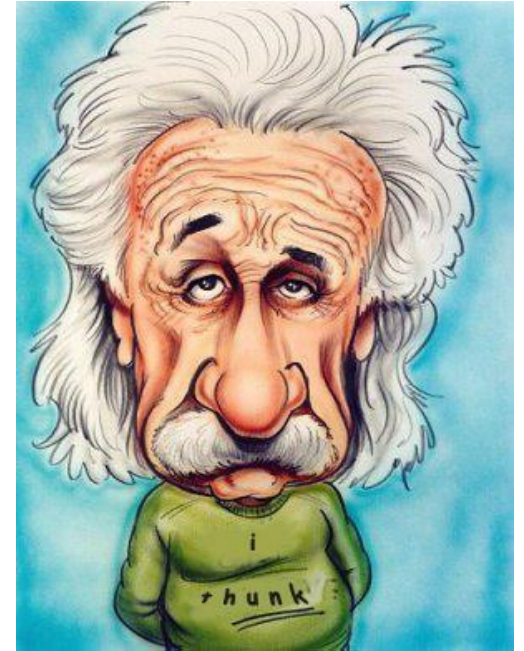


Odd One Out – Pictures Only



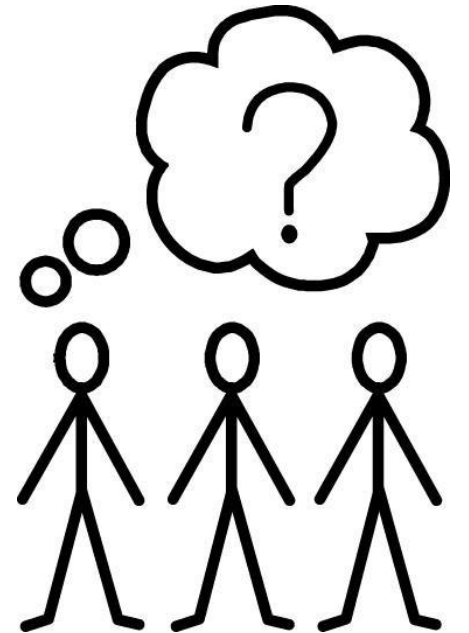
Thunks

- What does the wind smell like?
- Do trees have feelings?
- Is lined paper heavier than plain paper?
- If I borrow a million pounds, am I a millionaire?
- Who would win a fight; a KitKat or a Mars Bar?
- Does a horse pull the cart or push the cart?
- *Create your own subject-specific Thunks*
- [Thunks | Independent Thinking](#)
- [Thunks | Teaching Resources](#)



What's Your Opinion?

- Ask students to write / speak in pairs a short explanation of their opinion about the topic you are starting to study.
- This can then be revisited at the end of the lesson/unit.



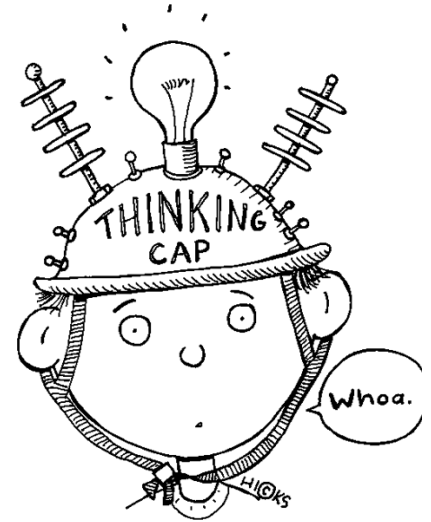
List → Define → Explain → Justify



1. List all the words you associate with global warming
2. Join the words together to make a definition
3. Identify and explain what factors contribute to global warming
4. State how you might address these factors

What If?

- What if no one was responsible? What if there were no laws?
- What if everyone stopped paying taxes? What if all journalists were anonymous?
- What if citizenship did not exist?
- What if school only opened at night?
- What if you were invisible for a day?
- What if global warming is a myth?
- *Make these subject-specific*



A - Z

Write down a key / related word for this topic area for as many letters of the alphabet as you can.

Can also do it verbally.
Ask students/groups to shout out when you give them a letter.

Achilles
Brachialis
Clavicle
D
Erector spinae
Femur
Gluteals
Hamstrings
I
J
K
Ligaments
Metatarsals



10 words

Give me ten words related to...

Could develop by asking them to then focus on one or two and draw out this relationship.



Compare and Contrast



PALACE VS CASTLE VS FORT
WHAT'S THE **DIFFERENCE?**

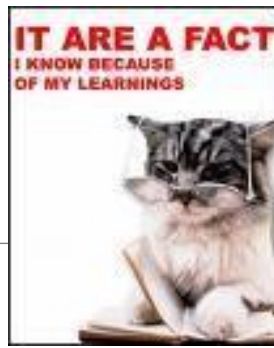


- What similarities and differences do you notice?
- What would you choose to build?
- Why?

Picture in Time



- What might have happened before the photo was taken?
- What might be happening now?
- What might happen next?



Fact or Opinion?



Hand out newspaper article to students and ask them to highlight facts or opinions.

Daily Mail 14 FREE DVDs TO COLLECT!
PICK UP TODAY'S MAGNIFICENT ATTENBOROUGH
Wildlife Collection **FREE DVD**
Collect from WHSmith or we can post the whole set to you

Shock study highlights the cash crisis facing millions nearing retirement

HALF OF US WILL SELL HOMES TO FUND CARE

Madge takes the short cut

FINANCIAL TIMES USA Friday March 14 2008 USA \$2.00 Canada C\$2.50

Credit where it's due S&P's Daven Sharma VIEW FROM THE TOP Page 12
Oh, grow up US politics is meant to be rough JAMES CARVILLE Page 11
Unfair value? The strains of marking to market ANALYSIS Page 9

Dollar falls to record low Carlyle chief in pledge to failed fund investors

News Briefing
House surprises with forecast Shock, the world's biggest stock market...
Dr. Heston's new mission The latest from the...
Drugs head arrested A man...
Progress on Wall Street...
Spreading for state health...
Value place switch moves...
Gas deal reached...
Minerals in energy push...

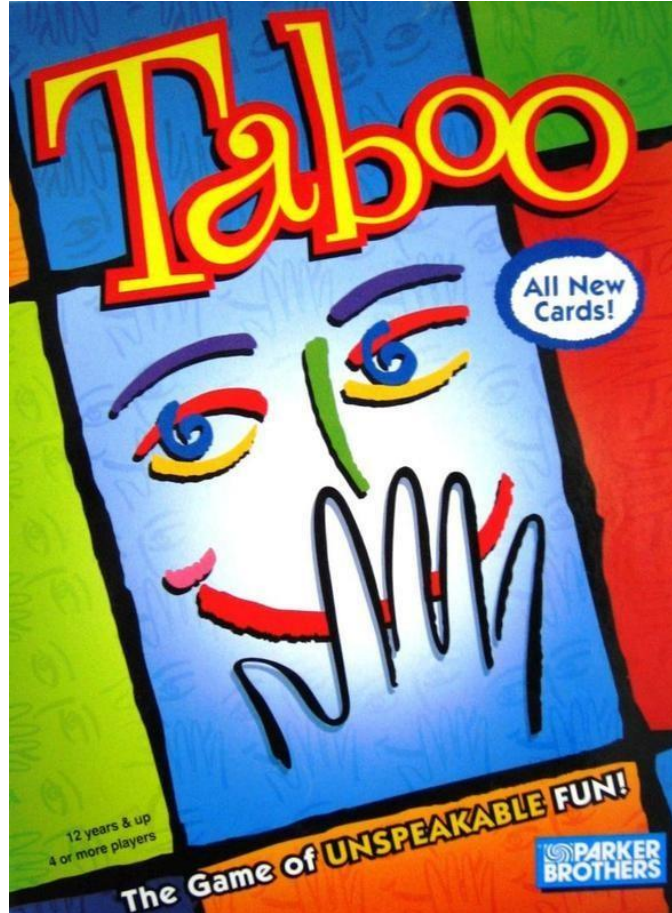
Charts
Dollar against euro and yen
US equities
Gold prices

Press Conference



- By the end of the lesson students need to deliver a press conference on a given topic
- How will you scaffold this for different learners?
- Are you measuring skill, knowledge, accuracy, resilience, independence?
- Is this the same for all learners?
- How will you scaffold this differently for different learners?

Taboo cards



Santa Claus

"Ho, ho, ho"
sleigh
beard
belly
red suit

Rudolph

reindeer
nose
sleigh
red
bright

North Pole

Santa Claus
workshop
reindeer
arctic
cold

Mrs. Claus

wife
Santa Claus
North Pole
cookies
married

toys

Santa Claus
elves
children
Christmas
gifts

elves

helpers
small
toys
workshop
North Pole

reindeer

Rudolph
antlers
sleigh
Santa Claus
nose

stocking

chimney
hang/hung
fireplace
candy
nuts

Christmas tree

ornaments
lights
evergreen
star
decorate

gift

present
wrap
package
give
children

snow

cold
frozen
flakes
winter
white

candy cane

red
white
peppermint
Christmas tree
stocking

ornament

decorate
Christmas tree
glass
hang
pretty

candle

light
flame
burn
fire
window

winter

season
cold
snow
Christmas
December

dinner

family
eat
meal
feast
food

Refine

Summarise today's topic in 5 sentences.

Reduce to 5 words

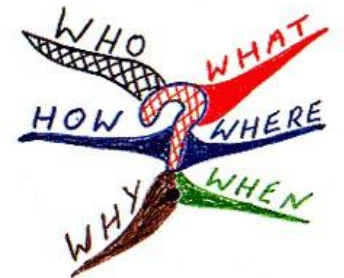
Now to 1 word

Questions you would like to ask

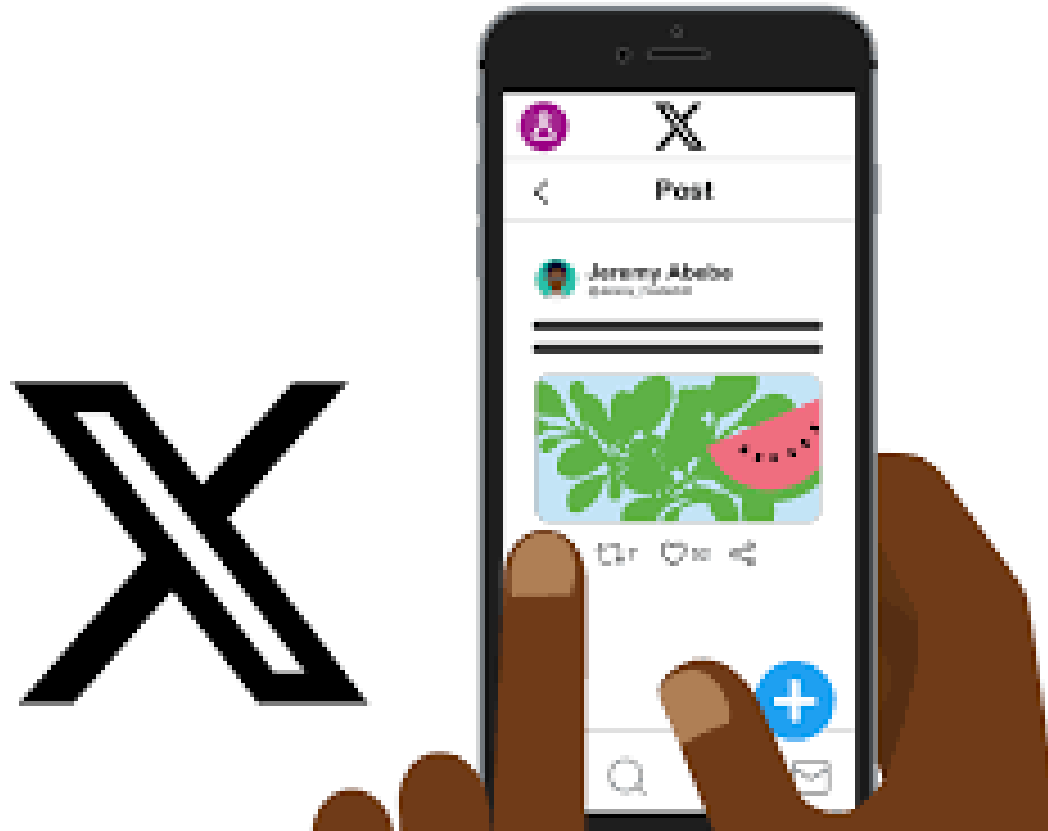
- Today we have been studying elections. Write down the questions today's lesson has inspired you to think of.

Or

- Write down 3 questions to ask other people in the class about today's lesson.



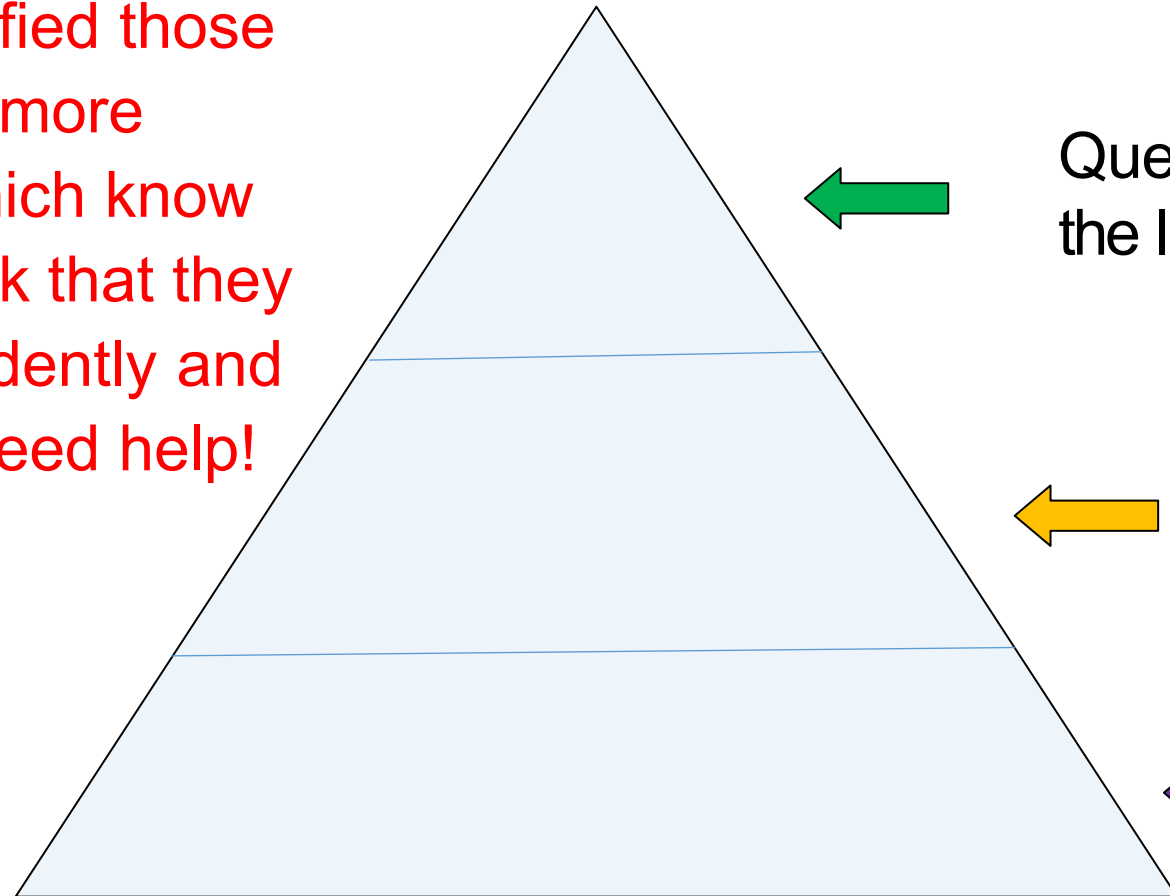
Social Media



- Summarise what you have learned today in 250 characters
- Write what you still don't know in 100 words.

Whatever your AFL strategy...

Once you have identified those students which need more support, set those which know and understand a task that they can work on independently and teach the ones that need help!



Question you have about the lesson

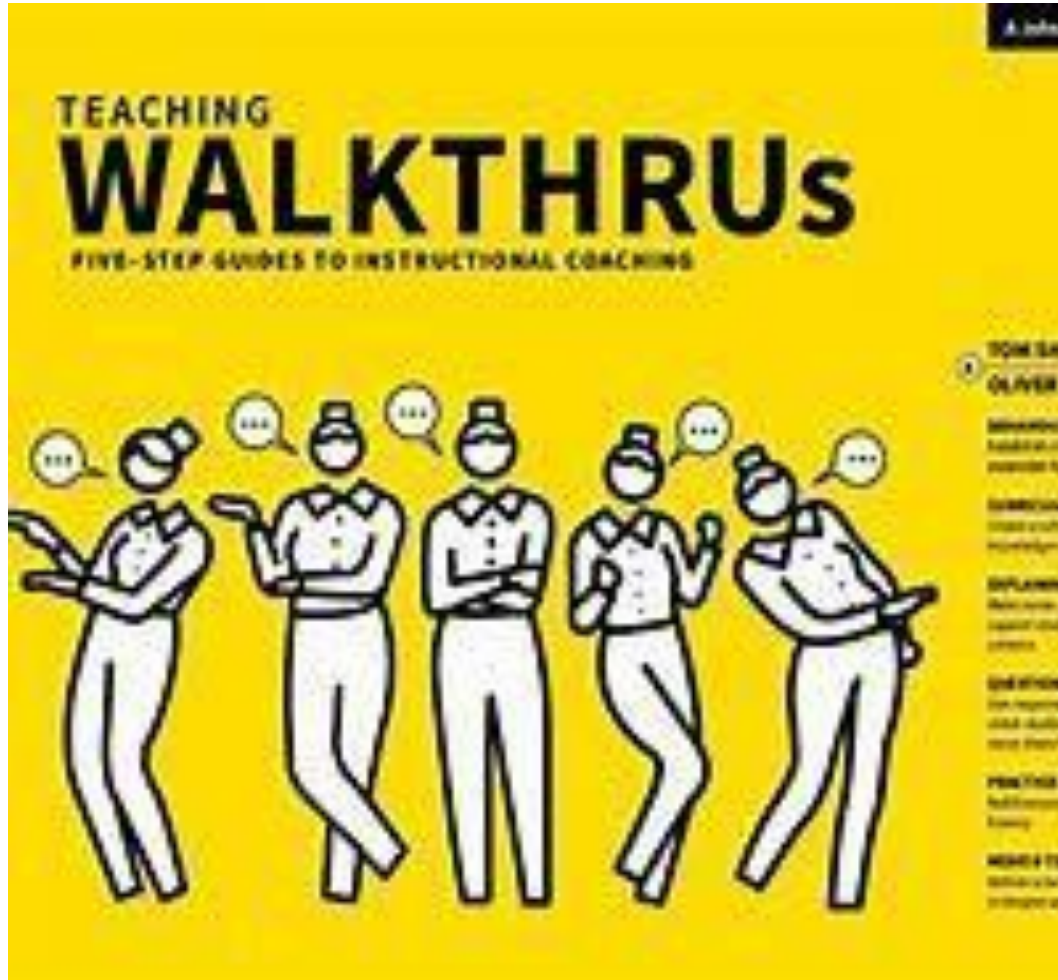
Things you have been reminded of today

Things you have learned today

WalkThru Series - Fantastic Resource on Questioning & Feedback



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- Too many to share but invest in this book!
- Avoid the SatNav teaching model of get from A to B without knowing the process...students need to know the route.
- Questioning is the best use of your talk but plan your questions!
- **Tom Sherrington**

Theory into Practice

Share strategies you currently use

Design a series of AfL Tasks / Strategies that can be integrated into your teaching next week

References

1. Christodoulou, D. (2017). *Making Good Progress?: The Future of Assessment for Learning*. OUP Oxford
2. Hattie, J. and Clarke, S. (2018). *Visible learning: feedback*. London: Routledge.
3. Harpham, M. (2020). *Progress Plain and Simple.: what every teacher needs to know about improving pupil progress*. Abingdon, Oxon ; New York : Routledge
4. McGill, R.M. (2024). *The Teacher Toolkit Guide to Feedback*. Bloomsbury Education
5. Wiliam, D. (2018). *Embedding Formative Assessment*. Bloomington, Indiana : Solution Tree Press



QUESTIONS